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ABSTRACT

This document provides information about two closely related innovative programs in a small rural school district. The Home-School Specialist program coordinates resources to meet the personal, social, emotional, and academic needs of students, while the Student Connection Program, coordinated by the Home-School Specialist, involves senior high school students serving as role models for at-risk elementary students. The Home-School Specialist is a licensed master-level social worker who, as a student advocate, works with students, parents, faculty, and outside agencies to identify students' special needs and provide direct services to students and parents. Services include home visits; counseling; parent education classes; communication between home, school, and other agencies; study skills group; social assessments; and classroom presentations. In addition, the Home-School Specialist coordinates and implements programs for both parents and students. Included is a detailed job description for the home-school specialist and a performance evaluation form. The Student Connection Program, one of several programs resulting from the creation of the Home-School Specialist position, recruits senior high school students to serve as advisors for the Home-School Specialist, and to work as positive role models for elementary students who have been identified as at-risk. The primary objectives of this program are to increase the self-esteem and academic achievement levels of the students involved. This document includes interview questions for student applicants to the program and other forms used for program implementation and evaluation. (LP)

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CANTON-GALVA SCHOOLS U.S.D. #419 RURAL & SMALL SCHOOLS CONFERENCE

OCTOBER 26-27, 1992
MANHATTAN, KANSAS

HOME SCHOOL SPECIALIST: "THE MISSING LINK"

Welcome - Audience Awareness

A. Canton-Galva Effective Schools Concept

B. Steps to Starting Your Own Program

C. Program Overview & Services

D. "The Student Connection Program"

E. Job Description & Performance Evaluation

Audience Questions & Answer Period

By: Mr. Terry Stratman, Principal
Mrs. Bonnie Holopirek, Home-School Specialist

Rc 018995

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Canton-Galva Effective Schools Concept

***BASIC PREMISE**: Effective schools must include parents, teachers, students, and support staff working together to best meet the personal, social, emotional, and academic needs of students. This must be an all inclusive effort for education to be effective. The link-up of school, home, and community is absolutely imperative. The Home-School Specialist position was developed to coordinate this critical effort.*

Created Four New Positions

(over a four year period of time)

Building Principal/ Academic Counselor 9-12 Full-Time Position	*Vocational Coordinator/ Counselor 9-12* 5/7 th's position	*Home School Specialist/ Counselor K-12* Full-Time Position	*Activities Director 7-12* Full-Time Position
Duties: Includes day to day administrative duties such as discipline, academic counseling, teacher evaluation, and instructional leadership	Duties: Includes personalized vocational ,career and college counseling to all students (one on one situation)	Duties: Includes handling all student home, personal, and social problems	Duties: Includes planning, scheduling, and administration of all athletic/extra-curricular activities

YOU MUST BE WILLING TO RESTRUCTURE

STEPS TO STARTING YOUR OWN PROGRAM

1. *Start with a fully certified person L.M.S.W. (liability concern).*

2. *Explore local Service Center Option - The Mushroom Effect.*

3. *Visit existing models - Winfield U.S.D. #465, Rose Hill U.S.D. #394, Canton-Galva U.S.D. #419.*

4. *Prepare Board of Education for the Concept & Idea (must be 100% support to be successful). A District-wide commitment is a must.*

5. *Evolving Restructure: An evolving & non-threatening atmosphere should be established. This is an additional support person - not a replacement.*

6. *The Position must sell itself to the general public in the first year of existence. Administratively it's a tremendous "P.R. Tool" in the community.*

7. *Use the title "Home-School Specialist".*

8. *There is a strong need for this position to be proactive not reactive. (Prevention vs. Intervention).*

9. *Position acts as liaison to facilitate communication between the school, parents & community.*

10. *Start a Specialty Program not otherwise available in the district or community. (Example: Peer Counseling, Student Connection, Parenting Classes, etc.)*

HOME-SCHOOL SPECIALIST PROGRAM OVERVIEW or WHAT WE CAN DO FOR YOU!

PURPOSE:

The home-School Specialist will help improve the skills that students, parents, and educational professionals use in managing obstacles to elementary and secondary students' educational and personal development.

QUALIFICATIONS:

Hold a completed certificate as a school social worker and be a licensed master-level social worker.

SERVICES:

The Home-School Specialist in your building is available to provide the following services:

Home visits,
Short-term individual counseling,
Parent education classes,
Small group counseling,
Referrals to other agencies,
Classroom presentations,
Communication between home, school, and other agencies,
Tracking and monitoring grades,
Study skills group,
Social assessments,
Parents as Teacher Board Member,
Parent Fair Facilitator,
Representative for Substance Abuse Committee & Multi-disciplinary Team,
Teen Awareness Day Coordinator,
Learning Support Team Teacher,and
Coordinator of The Student Connection Program

Student Connection Program

DESCRIPTION: *The Student Connection Program is an effort to seek out and utilize High School positive role models and connect them, during school time, with elementary students. These high school students then become friends, tutors, mentors, and problem solvers for the elementary students.*

OBJECTIVE: *the primary objectives of the program are to increase the self-esteem and academic achievement levels of the students involved.*

JOB DESCRIPTION OF
U.S.D. 419 HOME-SCHOOL SPECIALIST

TITLE: HOME-SCHOOL SPECIALIST

QUALIFICATIONS:

1. Hold a completed certificate as a school social worker and an MSW Degree.

2. Such alternative qualifications as the board may find appropriate and acceptable.

REPORTS TO: Superintendent of Schools and/or assigned building Principals.

BASIC RESPONSIBILITY: To act as a student advocate, working with students, parents, faculty, administrators and outside agencies to help resolve problems a student may have that affects his/her learning or educational performance.

PERFORMANCE RESPONSIBILITIES:

1. The Home-School Specialist serves school students who require direct services to either themselves or their parents for:
   a. Establishment of trust between them and the school.
   b. Communication of school and parental concerns as a liaison between the two parties.
   c. Assistance for themselves or their families to seek effective use of community resources.
   d. Follow-up when being seen by another community agency.
   e. Coordination and representation on placement and evaluation committees.
   f. Counseling with parents or students on school related problems.
   g. Aid in gaining cooperation from other personnel.
   h. For their parents, proper parent education training.
   i. Adjustment to the transition from one school to another, returning from a state institution, or such other placement.

2. The Home-School Specialist also . . .
   a. Maintains communication with, and provides consultation to the school personnel.
   b. Assists in effective school and community cooperation acting as a liason between the two entities.

TERMS OF EMPLOYMENT:	Nine or 9 1/2 months as determined by contract arrangements. Days released from duty will be the same as the certified teaching staff. Salary will be determined by the annual negotiated Teachers' Agreement based on amount of education and experience of the applicant.
EVALUATION:	Performance Evaluation will be conducted by Building Principal(s) in U.S.D. 419. Evaluations will be conducted twice annually during the first three years of employment, and one every other year thereafter.

HOME-SCHOOL SPECIALIST PROCESSES AND TASKS
CANTON-GALVA SCHOOL DISTRICT

REFERRAL PROCESS: School personnel wishing to refer a situation to the Home-School Specialist should:

Complete a "Home-School Specialist Referral Statement". The statement will include:

* documentation of at least two personal contacts with the parents or guardians, and;
* a clear statement of desired outcome.

Parallel action initiated by the building administrators for truancy, and abuse or neglect problems.

The Home-School Specialist will provide written follow-up of intended action and results of involvement.

PUBLIC RELATIONS TASKS: The Home-School Specialist will:

Promote the need of the Home-School Specialist position with the general public of U.S.D. 419 so as to establish positive feelings and feedback with it's patrons.

STAFF ASSISTANCE TASKS: The Home-School Specialist will:

Assist in helping teachers, administrators and outside communities understand students' needs by conducting workshops and/or parenting seminars as needed.

Assist school personnel in understanding and responding to symptomatic behaviors which affect learning by educating staff, by conducting individual conferences, distributing printed material, and conducting workshops in order to improve the learning environment.

Assist school personnel in planning remediation for students to improve their skills in managing obstacles to students' educational and personal development by conducting individual conferences, making suggestions at staff meetings and distributing printed material.

Use listening and empathy skills with district staff members to provide support and maintain staff morale.

Meet annually with the Superintendent of Schools, U.S.D. 419, and estimate an annual budget in order to obtain resources necessary to maintain the Home-School specialist program.

SPECIAL EDUCATION TASKS:

The Home-school Specialist will:

Meet with Special Education staff members to determine an individual student's needs and to establish individual evaluation plans objectives in accordance with individual evaluation plan guidelines which will address these needs in order to provide effective services to Special Education students.

Meet with Special Education students and/or families, as directed by the individual evaluation plan, using empathy, listening skills, and educational methods to assist them with the task of achieving individual evaluation plan objectives.

RECORD KEEPING TASKS:

The Home-School Specialist will:

Write case records on all children referred to the Home-School Specialist using program forms and recording skills to assure accurate documentation of performance.

Place a written notification of contact in all students' master files who were program clients to inform others of Home-School Specialist contact with those children.

STUDENT CONTACT TASKS:

The Home-School Specialist will:

Meet with students and/or families using methods to help them develop a realistic understanding of obstacles to students' educational and personal development.

Meet with students and/or families using individual sessions, parent workshops, and parent newsletters in order to help them manage obstacles to students' educational and personal development.

Meet with students using listening skills, empathy, and educational methods to help them improve skills needed to express themselves in a socially acceptable manner

which will allow them to continue to develop educationally and personally.

Inform parents about available school and community services using personal contact, phone contact and printed material contact so that parents might better understand their children.

Meet individually with students and/or families on a short term basis (limited to six meetings) using crisis intervention and referral skills to help return student behavior to a level that will allow that student to continue to develop educationally and personally.

Meet with students encountering common problems through small discussion group series to help improve the skills used in managing problems that affect their educational and personal development.

PROFESSIONAL DEVELOPMENT:

The Home-School Specialist will:

Attend conferences and workshops pertaining to assisting the Home-School Specialist with the tasks which are designed to achieve the program's goal.

Read professional publications and continuing education material to develop professional skills and knowledge which will assist in the tasks used to achieve the program's goal.

Obtain professional memberships to develop professional skills and knowledge which will assist in the tasks used to achieve the program's goal.

Adhere to the professional ethics established by the National Association of Social Workers to better serve U.S.D. 419 constituents.

RESOURCE DEVELOPMENT TASKS:

The Home-School specialist will:

Call or write organizations, agencies, companies and other school districts in order to obtain resources to implement Home-School Specialist program objectives.

Canton-Galva U.S.D. #419
Performance Evaluation
For
Home-School Specialist

Name:_____ Date:_____

School:_____

Key to the Checking of Individual Traits and Skills:

NO Not observable at this time
I Improvement suggested
M Meets criteria
C Commendation for consistently exceeding criteria

I. Professional Traits

_____1. Performs in an accountable and responsible manner to building administrator(s) and/or program supervisor(s).

_____2. Notifies building personnel of schedule and whereabouts when away from building.

_____3. Is involved in the school community as a resource person.

_____4. Cooperates with building staff.

_____5. Readily accepts professional responsibility.

_____6. Responds promptly to school, family, and student requests.

_____7. Adheres to professional ethics and demonstrates positive attitudes toward education.

_____8. Maintains awareness of current professional developments on program area through additional study and experience.

_____9. Shares responsibility for developing policy, curriculum, and new programs.

Comments:

II. Interpersonal Relationships

_____1. Acts as a liaison to facilitate communication.

_____2. Displays sensitivity to the needs of students and families.

_____3. Uses appropriate judgment to benefit situations.

_____4. Observes confidentiality in working with privileged information.

_____5. Displays personal characteristics which enhance working relationships (included are integrity, congeniality, empathy, patience, tolerance and a sense of what is socially appropriate).

_____6. Acts in a professional manner that reflects positively on the school system.

_____7. Accepts and respects students of all ethnic and social-economic backgrounds.

Comments:

III. Program Management

_____1. Manages caseload, establishing appropriate priorities.

_____2. Utilizes time efficiently.

_____3. Makes appropriate referrals to community and school resources.

_____4. Maintains accurate and appropriate records.

_____5. Examines quality of own work.

Comments:

IV: Professional Techniques

_____1. Develops long range goals in professional area.

_____2. Is a positive, contributing member during comprehensive evaluations of students.

_____3. Demonstrates resourcefulness and creativity in problem resolution.

_____4. Displays diligence in pursuit of services.

_____5. Helps students achieve self-management and control.

_____6. Conducts group meetings appropriately.

_____7. Works appropriately with individuals.

Comments:

V. Personal Qualities

_____1. Reflects enthusiasm and interest.

_____2. Strives to enhance cooperation among staff members.

_____3. Maintains emotional stability.

_____4. Is punctual.

_____5. Uses appropriate grammar.

_____6. Displays self-confidence.

_____7. Responds positively to constructive suggestions for improvement.

_____8. Displays awareness of personal strengths and weaknesses.

_____9. Responds professionally to administrative decisions.

_____10. Is friendly and approachable.

_____11. Takes initiative/works independently.

Comments:

SUGGESTED AREAS FOR PROFESSIONAL GROWTH

Home-School Specialist's responsibilities:

1.

2.

3.

Administrator's responsibilities:

1.

2.

3.

RECOMMENDATION (check the appropriate spaces below, more than one may apply.)

It is recommended that the Home-School Specialist:

_____ be re-evaluated by the following date:_____.

_____ follow suggestions for professional growth.

_____ _____

Signature of Administrator Date

_____ _____

Signature of Home-School Specialist Date

Signature of Home-School Specialist does not necessarily indicate agreement; however, it is required by law. Signatures do indicate that the Home-School Specialist was given an opportunity for self-evaluation. The signatures also indicate that this evaluation has been discussed by the Home-School Specialist and the administrator. The Home-School Specialist has ten days to write a rebuttal which will be attached to the original evaluation instrument to be placed in the personnel file.

COMMENTS BY THE HOME-SCHOOL SPECIALIST:

"The Student Connection Program"

Canton-Galva Schools
USD 419

by
Principal, Terry Stratman
Home-School Specialist, Bonnie Holopirek
Phone (316) 628-4401

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INTRODUCTION

The Student Connection Program is in its third year in the Canton-Galva school district (U.S.D. #419). The program is a "grass roots" effort to capitalize on the positive example that exemplary high school students are setting for elementary age students. In a small rural district, such as Canton-Galva (F.T.E. 425), high school students are very visible and have the capacity to be very influential on the behavior of younger students. The Student Connection Program is an effort to seek out and utilize positive role-model students in the high school who can become friends, tutors, and problem solvers for elementary students. Although this program was targeted toward "at-risk" students in the initial first two years, all elementary students in the district have been exposed to these high school students. It is our intent to show a measurable increase in self-esteem and academic achievement with our targeted "at-risk" elementary age population.

PROBLEM DEFINED

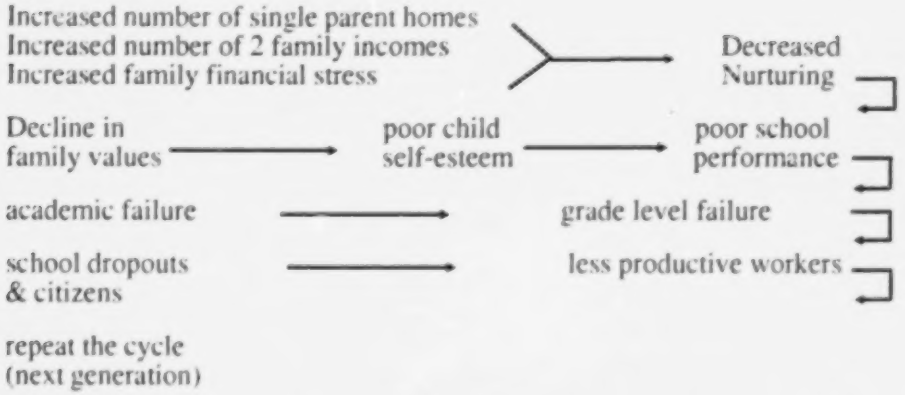
There is a growing concern with the increased numbers of "at-risk" students in public education today. To address this concern a "Home-School Specialist" (Master's Level Licensed School Social Worker) was employed in the 1989-90 school year to work directly with this problem in the Canton-Galva district. The Student Connection program is one of many fine programs that has occurred as a result of this new position. The Effective School Policy of U.S.D. #419 calls for our schools to make a concerted effort to meet all children's educational needs regardless of social, emotional, and/or economical condition. If the goal of education is to prepare <u>all</u> children for life in tomorrow's world, then top priority must be given to the improvement of a student's self- concept as it relates to academic achievement at the elementary school level. A positive self-image is absolutely crucial to the prevention of future dysfunctional citizens. The term "at risk" is defined as any student at risk of failing to complete school as well as those students susceptible to "falling prey" to a variety of social & economical problems. More specifically the target population is:

1. Students whose acquired achievement level for whatever reasons is significantly below grade level.
2. Children who are chronically truant.
3. Students experiencing personal or family alcohol or drug abuse problems.
4. Children from families suffering trauma such as death, divorce, violence, separation, or unemployment.
5. Children who are victims of physical, sexual or emotional abuse or severe neglect.
6. Children who resist all educational efforts made by the classroom teacher.

As reported by the At-Risk Task Force of the Kansas Department of Education (August 1989), there were more than 89,000 students identified as "at-risk" in the 260 school districts sampled across the state meeting the criteria described above. This number means that more than 22% of the students in these districts were "at risk". As expressed in the Task Force report "low student self-esteem was the number one factor holding student school success at a minimum".

CASUAL CHAIN

Educators are all too familiar with this chain of events:



The "Student Connection Program" is an attempt to break the cycle by impacting student self-esteem through the insertion of positive high school role model students at the elementary school level (K-6).

PROGRAM GOALS & OBJECTIVES:

The desired outcomes of "The Student Connection Program" will include:

1. Improvement & enhancement of elementary students self-esteem (K-6).
2. Improvement of academic achievement levels by (K-6) elementary students in core curriculum areas of math, reading & written communication skills to grade level standards.
3. Reduction in the number of students retained at grade level.
4. Improving the absentee, tardy, & truancy rate among the identified "at-risk" population.

A three year longitudinal study will be conducted to determine the effectiveness of this program. Comparative measurable data will be compiled by the use of :

1. Self-concept scales (Pier-Harris Standardized Instrument),
2. Standardized student achievement results (C.T.B.S. Instrument),
3. Pre and Post test data from teacher constructed criterion reference instruments,
4. The classroom records on retention, and
5. The examination of building level records on absenteeism, tardiness &truancy.

PROGRAM PROCEDURES:
START-UP COMMITTEE -

An Advisory Group will be established to assist and advise the Home-School Specialist in the month to month operation of the Student Connection Program. The function will be strictly advisory, and may give input and direction to the program. Members of the Advisory Group shall be appointed by the building principals and shall consist of two certified faculty members from each building in the district. In addition, six Senior High students (grade levels 10, 11, & 12) will be chosen by the Home-School Specialist to serve on the Advisory Group. Two community representatives ap-

pointed by the Superintendent of Schools will also serve on the Advisory Group. The group will meet monthly until the program is in full operation (12 months), and all members shall have equal voting representation on decision making issues. This group will exist only as a stand-by committee after the first full year of the Student Connection Program's existence. After that time the Home-School Specialist will have full control of the program, and shall make all policy changes, student assignments, and oversee the complete operation of the program.

STUDENT CONNECTION VOLUNTEERS

I. Selection Criteria

Student Volunteers:

1. Must demonstrate by their own daily living, positive role models of responsible citizenship.
2. Must have a strong concern for children and feel a desire and responsibility to help them.
3. Must be willing to commit a maximum of two class room hours per week to help a child for an eight month school year (October 1 - May 20).
4. Must be full-time students from the Sophomore, Junior, or Senior classes.
5. Must maintain a cumulative minimum grade of "C" (70%)before they will be allowed to miss class (school) time for the purpose of The Student Connection Program.

II. Application Process - 1st Time Applicant

Applications will be accepted in the late spring of one academic year to be processed and approved for the coming year. All students who apply in the spring of each year will be notified as to acceptance or rejection into the program before school is out each year. The application process is extremely lengthy & rigid. It is intentionally set-up this way so as to "weed out" students that are not committed and/or are not serious about the program. Sample application forms are attached to this booklet (are color coded lavender). Applications will be accepted from full-time Freshmen, Sophomores, and Juniors who will be Sophomores, Juniors, and Seniors the coming school year.

In addition to the application itself, each applicant must provide a Self-Assessment Form and two written references (from a non-relative) which include Student Assessment Forms, and be interviewed by members of the Advisory Group. The Home-School Specialist reviews the applications and Assessment Forms to determine which students to refer to the interview committee. Each applicant will be interviewed by not less than three and as many as six of the Advisory Group. Each interviewer will complete a Student Assessment Form for each student interviewed and submit those forms to the Home-School Specialist to review and score. An applicant must have-a composite average score of 16 or less in the interview process in order to be part of the Student Connection Program. A Student Assessment Form (color coded lavender) and sample interview questions (color coded blue) are attached.

III. Re-Application for The Student Connection Program

Once a student has been approved for The Student Connection Program, they may re-apply the following year by submitting a re-application form which includes a reference and Student Assessment Form completed by the classroom teacher where they were assigned the previous year. Samples of those forms are attached (color coded green). Multiple year applicants must score 12 or less points on the composite average to be re-admitted the following year.

IV. Program Replacement Procedures & Loss of School Time

1. In case of a student requesting replacement in the program, the student needs to notify the Home-School Specialist 4 weeks in advance. The high school principal must be notified soon thereafter. Elementary teachers may request replacement if they are not satisfied with a student by notifying the Home-School Specialist.

2. High School teachers who feel that a student is overly involved, have the right to request that the student be placed on inactive participation status. This request must be made to the Home-School specialist in writing.

3. Students must seek the high school principal's approval 48 hours in advance if loss of school time other than the time "regularly allocated" is requested. Students missing state mandated or "college prep" classes for The Student Connection Program (as outlined in the Student/Parent Handbook) need to have the prior approval of the principal.

4. Absenteeism for the purpose of The Student Connection Program shall be considered excused and shall not accrue toward loss of school credit.

V. Students Need To Be Aware:

1. That elective class credit may be extended for participation in this program (1/4 credit per semester maximum).

2. That (based on selection and need) they may be given extensive training through Prairie View Mental Health in McPherson,Ks. Elective class credit may be given for this training and students may also use school time for this training.

3. That in the event a class/schedule conflict occurs, classroom work will always take priority.

4. That no financial or legal responsibility for a boy or girl will be assumed by The Student Connection Program.

5. That no more than 65 minutes on any one school day can be used for the purpose of The Student Connection Program (without a special request by a teacher to the building administrator.)

6. If a student would like to request withdrawal or temporary inactive participation they must notify the high school principal 30 days in advance.

STUDENT CONNECTION RULES & REGULATIONS

Listed below are the rules and regulations which all students are expected to adhere. Please read carefully before signing below. Your signature represents that you fully understand what you have read and agree to all the stipulations listed.

1. All Student Connection members must maintain a minimum of a "C" in all classes. Grades will be checked after the 1st nine weeks. If all grades are a "C" or better, grades will not be checked until the following 9 weeks. If any grade is below a "C" after the 9 weeks, the student will be placed on probation. They will have until Progress Report time to raise their grade. If the grade(s) are not meeting the "C" standard, then removal from the program is warranted. Grade Checks will be made on all students in the program at the end of each 9 weeks. There will be only one probationary period per year allowed for each student.

2. Students are expected to hustle to and from school. Those traveling to Galva are allowed 10-12 minutes, whereas students traveling to Canton are allowed 5-7 minutes. The student will be warned after the first complaint, placed on probation after the second complaint, and removed from the program after the third complaint.

3. Students need to sign in and out at both schools (when leaving & arriving). If a student is unable to "connect" on their assigned days the reason needs to be written on the sign in/out form at the high school.

4. If for any reason you are not able to be at your assigned school (illness, school activity, etc.) please notify your assigned teacher A.S.A.P.. If you are ill, a phone call needs to be made by 8:00 a.m.. Notify your teacher as soon as you learn you will be gone for a school activity. You may ask Bernie or Jody (school secretaries) to call over for you; however, it is your responsibility to ask them. Your assigned teachers are planning on you so please have the courtesy to notify them. The student will be reminded after the first violation of this rule, placed on probation after the second violation, and removed from the program after the third violation.

* Remember this is like a job. Failure to notify your boss would warrant termination.

5. If any student is found "skipping out" from their assigned school, automatic removal from the program will be enforced. The student will also be held liable for any action the principal deems warranted for class time missed (including suspension from school).

6. Since transportation is part of The Student Connection Program, it is necessary for the students and their parents to understand that the school will not be held liable for any accidents/tickets, etc. while traveling to and from the assigned school.

7. There will be periodic Student Connection meetings as need arises, (as determined by the Home-School Specialist). Meetings are mandatory !! If for some reason you are unable to attend the meeting, please notify the Home-School Specialist 24 hours prior to the scheduled meeting. Failure to do so will warrant probation. The second violation will warrant removal from the program.

8. Students need to be very conscientious of the time factor. Students will receive an unexcused tardy if they arrive back late from their schools.

9. It is both an honor and a privilege to be part of The Student Connection Program; therefore, all students are expected to exhibit positive role-modeling behaviors at all times. This in-

cludes both during and after school. Misconduct or inappropriate behavior may warrant removal from the program. If at any time a students' behavior is in question, the student connection advisory committee will meet and discuss the student in question. The student will be given an opportunity to speak on his/her behalf before the advisory committee. The committee will then review the "evidence" and vote on whether the student will be allowed to continue in the program. Majority vote rules. In the event of a tie vote, the student will remain in the program.

Student signature _____

Parent signature _____

Date_____

OPTIONAL PROGRAM: ONE-TO-ONE PLACEMENT WITH ADDITIONAL TRAINING

A student in the Program may request intensive training and one- to-one placement with an elementary student who is exhibiting severe "at risk" behaviors. A verbal & written request from the high school student to the Home-School Specialist must be made. A student whose request is accepted will then be trained at Prairie View Mental Health Center (McPherson, Ks) where enhanced communications, empathy, and listening skills will be taught. (Friend to Friend Training Program.) Students successfully completing this program will receive an additional 1/4 elective credit (per semester), and will be assigned additional peer counseling time with a specific elementary student. The primary goal of this training is to better prepare high school students for working with elementary pupils who display low self-esteem, experience severe academic difficulties, cannot interact socially or emotionally with their peer group, or come from homes that are in crisis. High School students who work in one-to-one placement must keep a daily journal (a diary of happenings), and are required to meet with the Home-School Specialist on a weekly basis. The journal is considered a private document, and remains the property of the school district.

Student Connection Interview Questions
(Asked by Selection Interview Committee)

1st Time Applicants

1. What interests you the most about being in the Student Connection Program?

2. What do you enjoy most about being around young children?

3. What's one thing you find frustrating and how do you handle your frustration?

4. List 5 personal strengths and weaknesses.

5. What are your current grades?

6. How many unexcused tardies have you had thus far this year?

7. Do you consider yourself a follower or a leader? Why?

8. What are your plans after High School?

9. What do you see yourself doing in 10 years?

10. Who is your Role Model? Why?

11. What arrangements do you plan to make for the High School Classes you will miss by participating in the Student Connection Program?

12. What effects do you think the behavior of High School Students have on elementary school students?

13. In what ways do you consider yourself a positive role model?

14. What kinds of activities in the classroom do you want to do if you are accepted into the program?

15. What grade are you interested in helping with? Why?

16. Are you employed? How many hours per week do you work?

Possible Questions for Renewing Applicants

1. What have you found most rewarding about being in Student Connection?

2. What have you found most frustrating?

3. What changes if any would you make in the program?

4. Share a situation in which you feel you had an impact on what a child was doing or deciding.

BEST COPY AVAILABLE

STUDENT EVALUATION FORM
"Student Connection"

1. Did you enjoy the assignments you had in the classroom? If not, why?

2. Did you feel that this program was worthwhile? Why or why not?

3. Did you make friends with the teachers and kids that you worked with?

4. Did the students respond to you?

5. If anything could be changed with the program, what would it be?

6. Would you prefer a variety of jobs in the classroom, or one consistent thing to do?

7. Were you treated with respect from the kids, your teacher, and other teachers in the building?

8. Did you feel like you had enough time in the classroom?

9. Did you feel like you were needed and appreciated by the students and teacher?

10. What did you like most about Student Connection?

Student Connection Teacher Evaluation

1. Does the student relate well with the children?

2. Is the student punctual?

3. Does the student contact you if he/she is going to miss a day or is going to be late?

4. Does the student complete what is asked of him/her competently?

5. Are your students benefiting from the older student's presence?

6. Do you think that the older students are providing a positive role model for the younger kids?

7. Do you think the "Student Connection" student is benefiting from this program? Why or why not?

8. In your opinion, do you think this program will be more beneficial as the year goes on?

9. Please take the time to make a short summary of your "Student Connector's" participation in class.

FIRST TIME STUDENT CONNECTION APPLICATION FORMS

New Student Application includes:

a. office use only form

b. cover sheet of instructions

c. application

d. Student Assessment Form to be completed by student

e. 2 letters of reference (from non-family/relative members) forms with Student Assessment on back

f. Friend to Friend Training application (optional)

For Office Use Only

Student_____

Date Application Given_____Date Returned_____

Reference Letters Returned_____ _____

Assessment Score_____

Transportation Available ____Yes ____No

Selected for Student Connection ____Yes ____No Date_____

Recommendation for Placement:

Classroom_____ Grade Level_____ Building_____

Comments:_____

_____

_____

_____

_____

_____

The Student Connection

Canton-Galva High School

To apply to be a first time participant in The Student Connection Program please:

1. *Submit a completed application and Student Assessment Form.*
2. *Submit two reference letters and Student Assessment Forms completed by two people who can* verify your ability to serve as a positive role model of good citizenship, your concern for child- ren and your ability to make a commitment.

Return the completed application to the office by _____.

The Student Connection Application

Canton-Galva High School

*Name*_____ *Address*_____

*Class*_____ *GPA*_____ *Home Phone*_____

Write a brief paragraph stating your reasons for wanting to be a part of The Student Connection.

_____

_____

_____

_____

List three of your personal strengths that will benefit elementary students.

_____

_____

_____

What experiences have you had with elementary age children?

_____

_____

What would you like to do in an elementary classroom setting?

_____

_____

How would you help a student in a one on one relationship?

_____

Indicate first, second and third choice of grade level and building:

____*Kdg* ____*1st* ____*2nd* ____*3rd* _____*Canton*

____*4th* ____*5th* ____*6th* _____*Galva*

Student Schedule

	First Semester			Second Semester	
Hour	Subject	Teacher	Hour	Subject	Teacher
1			1		
2			2		
3			3		
4			4		
5			5		
6			6		
7			7		
8			8		
9			9		

List your current co-curricular activities including any office you hold:

_____

_____

Which two hours per week would you like to participate in The Student Connection?

*Day*_____ *Time*_____ *Day*_____ *Time*_____

Do you have transportation to and from the elementary? _____*Yes* _____*No*

References: Please list two or three people whom can verify your ability to serve as a role model of good citizenship, your concern for children and ability to make a commitment to this program. Return two reference letters and two assessment forms with this application.

*Name*_____ *Address*_____

*Name*_____ *Address*_____

*Name*_____ *Address*_____

I understand that I am applying to be a positive role model of good citizenship for elementary school students. I understand that I am assessing myself and being assessed by others as a positive role model. I further understand that if it becomes evident that I am not providing a positive role model. I will not be able to continue in the program.

*Student's signature*_____ *Date*_____

The Student Connection

Canton-Galva High School
Student Assessment Form

*Student's Name*_____

The Student Connection program at Canton-Galva High School is designated to provide high school students an opportunity to serve as positive role models of good citizenship for elementary school students. In so doing the high school student may also be providing the elementary students with a friend and/or tutor.

The following is an assessment of some of the same qualities needed to provide a positive role model of good citizenship. Please rate yourself (or the student for whom you are providing a reference) in these areas. Please circle the number that reflect your assessment of yourself (or the student) in this area.

	Excellent	Above Avg.	Average	Fair	Poor
Socially Responsible	1	2	3	4	5
Courteous	1	2	3	4	5
Dependable	1	2	3	4	5
Acceptable Public Behavior (language, attitude, appearance)	1	2	3	4	5
Academically Stable	1	2	3	4	5
Law Abiding (includes smoking, drinking, and drug use)	1	2	3	4	5
High Moral Standards	1	2	3	4	5

*Total of circled numbers*_____

Comments:

_____

_____

_____

_____

*Completed by:*_____

STUDENT CONNECTION/FRIEND TO FRIEND TRAINING APPLICATION

Date _____

(Please print or type)

Name _____
Last *First* *Middle*

Address _____

Home Phone _____ *School Class* _____

In addition to the application you have already submitted for your Student Connection position, we would like you to write a one page journal entry telling what you have gained from your current Student Connection position and why you would like to be considered for the additional training the Friend to Friend program is providing to Student Connection participants.

Reference Letter

The Student Connection
Canton-Galva Schools

*Student's Name*_____

The above named student has applied to participate in the Canton- Galva Student Connection Program. They have selected you as a reference and would like for you to verify their ability to serve as a role model of good citizenship, their concern for children and their ability to make a commitment to this program. Attached is a brief description of The Student Connection Program. Thank you in advance for your help with this letter.

*Signed*_____ *Date*_____

*Relationship to student*_____

The Student Connection

Canton-Galva High School
Student Assessment Form

*Student's Name*_____

The Student Connection program at Canton-Galva High School is designated to provide high school students an opportunity to serve as positive role models of good citizenship for elementary school students. In so doing the high school student may also be providing the elementary students with a friend and/or tutor.

The following is an assessment of some of the same qualities needed to provide a positive role model of good citizenship. Please rate yourself (or the student for whom you are providing a reference) in these areas. Please circle the number that reflect your assessment of yourself (or the student) in this area.

	Excellent	*Above Avg.*	*Average*	*Fair*	*Poor*
Socially Responsible	*1*	*2*	*3*	*4*	*5*
Courteous	*1*	*2*	*3*	*4*	*5*
Dependable	*1*	*2*	*3*	*4*	*5*
Acceptable Public Behavior (language, attitude, appearance)	*1*	*2*	*3*	*4*	*5*
Academically Stable	*1*	*2*	*3*	*4*	*5*
Law Abiding (includes smoking, drinking, and drug use)	*1*	*2*	*3*	*4*	*5*
High Moral Standards	*1*	*2*	*3*	*4*	*5*

*Total of circled numbers*_____

Comments:

_____

_____

_____

_____

*Completed by:*_____

STUDENT CONNECTION RE-APPLICATION FORMS

Re-Application includes:

a. office use form

b. cover sheet with instructions

c. re-application form

d. Student Assessment Form

e. reference letter

f. Friend to Friend Training application (optional)

For Office Use Only

Student_____

Date Application Given_____Date Returned_____

Reference Letters Returned_____ _____

Assessment Score_____

Transportation Available ____Yes ____No

Selected for Student Connection ____Yes ____No Date_____

Recommendation for Placement:

Classroom_____ Grade Level_____ Building_____

Comments:_____

_____

_____

_____

_____

_____

The Student Connection Re-Application
Canton-Galva High School

*Name*_____ *Home Phone*_____

*Address*_____ *Class*_____ *G.P.A.*_____

To re-apply for the Student Connection Program for the coming year:

1. A one page typewritten journal entry telling what you have gained from this year's experience in the Student Connection and why you would like to be a part of the program next year

2. Complete a Student Assessment Form on yourself.

3. Submit a reference letter and Student Assessment Form completed by your Student Connection Classroom teacher this year.

I understand that I am applying to be a positive role model of good citizenship for elementary school students. I understand that I am assessing myself and being assessed by others as a positive role model. I further understand that if it becomes evident that I am not providing a positive role model, I will not be able to continue in this program.

*Student's signature*_____ *Date*_____

THE STUDENT CONNECTION RE-APPLICATION

Canton-Galva High School

*Name*_____ *Home Phone*_____

*Address*_____ *Class*_____ *GPA*_____

Student Schedules

	First Semester			Second Semester	
Hour	Subject	Teacher	Hour	Subject	Teacher
1			1		
2			2		
3			3		
4			4		
5			5		
6			6		
7			7		
8			8		
9			9		

List your current co-curricular activities including any offices you hold:

_____

_____

Which two hours per week would you like to participate in The Student Connection?

*Day*_____ *Time*_____ *Day*_____ *Time*_____

Do you have transportation to and from the elementary? _____*Yes* _____*No*

Indicate first, second and third choice of grade level and building:

____*Kdg* ____*1st* ____*2nd* ____*3rd* _____*Canton*

____*4th* ____*5th* ____*6th* _____*Galva*

I understand that I am applying to be a positive role model of good citizenship for elementary school students. I understand that I am assessing myself and being assessed by others as a positive role model. I further understand that if it becomes evident that I am not providing a positive model. I will not be able to continue in the program.

*Student's signature*_____ *Date*_____

The Student Connection

Canton-Galva High School
Student Assessment Form

*Student's Name*_____

The Student Connection program at Canton-Galva High School is designated to provide high school students an opportunity to serve as positive role models of good citizenship for elementary school students. In so doing the high school student may also be providing the elementary students with a friend and/or tutor.

The following is an assessment of some of the same qualities needed to provide a positive role model of good citizenship. Please rate yourself (or the student for whom you are providing a reference) in these areas. Please circle the number that reflect your assessment of yourself (or the student) in this area.

	Excellent	Above Avg.	Average	Fair	Poor
Socially Responsible	1	2	3	4	5
Courteous	1	2	3	4	5
Dependable	1	2	3	4	5
Acceptable Public Behavior (language, attitude, appearance)	1	2	3	4	5
Academically Stable	1	2	3	4	5
Law Abiding (includes smoking, drinking, and drug use)	1	2	3	4	5
High Moral Standards	1	2	3	4	5

*Total of circled numbers*_____

Comments:

_____

_____

_____

_____

*Completed by:*_____

Reference Letter

The Student Connection
Canton-Galva Schools

*Student's Name*_____

The above named student has applied to participate in the Canton- Galva Student Connection Program. They have selected you as a reference and would like for you to verify their ability to serve as a role model of good citizenship, their concern for children and their ability to make a commitment to this program. Attached is a brief description of The Student Connection Program. Thank you in advance for your help with this letter.

*Signed*_____ *Date*_____

*Relationship to student*_____

The Student Connection

Canton-Galva High School
Student Assessment Form

*Student's Name*_____

The Student Connection program at Canton-Galva High School is designated to provide high school students an opportunity to serve as positive role models of good citizenship for elementary school students. In so doing the high school student may also be providing the elementary students with a friend and/or tutor.

The following is an assessment of some of the same qualities needed to provide a positive role model of good citizenship. Please rate yourself (or the student for whom you are providing a reference) in these areas. Please circle the number that reflect your assessment of yourself (or the student) in this area.

	Excellent	Above Avg.	Average	Fair	Poor
Socially Responsible	1	2	3	4	5
Courteous	1	2	3	4	5
Dependable	1	2	3	4	5
Acceptable Public Behavior (language, attitude, appearance)	1	2	3	4	5
Academically Stable	1	2	3	4	5
Law Abiding (includes smoking, drinking, and drug use)	1	2	3	4	5
High Moral Standards	1	2	3	4	5

*Total of circled numbers*_____

Comments:

_____

_____

_____

_____

*Completed by:*_____

STUDENT CONNECTION/FRIEND TO FRIEND TRAINING APPLICATION

Date _____

(Please print or type)

Name _____
Last *First* *Middle*

Address _____

Home Phone _____ *School Class* _____

In addition to the application you have already submitted for your Student Connection position, we would like you to write a one page journal entry telling what you have gained from your current Student Connection position and why you would like to be considered for the additional training the Friend to Friend program is providing to Student Connection participants.